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ABSTRACT

This bibliography consists of 30 citations of documents reported in "Research in Education," all of which deal with teacher education aspects of American Indian education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract. (Author)

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A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND AMERICAN INDIANS

by Moira B. Mathieson

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FOREWORD

Movement from the past's melting pot theory to the present's cultural diversity objective is an exciting development. Gone are societal efforts to produce look-alike Americans or bland cultural copies of the majority-group. Now our national policy is preservation and strengthening of cultural uniqueness. This should add to the national fabric a richness and strength. That richness and strength come from different ways of looking at things, experimentation with varied life styles, and the stimulation to provocative thought which comes from contact with diversity. Richness and strength come also from individuals proud of their own kind--fortified by self-concepts derived from sound pride--and assured of their contributions to the nation at large.

This bibliography deals with Indians--*the original Americans*. Long subjected to efforts to wipe out their culture and language, American Indians have maintained their identity. They now insist that they will not be subjected to the majority culture, rather that they will find unique ways of developing themselves as individuals--Indian-Americans with great personal and societal worth. We hope that a reading of the following descriptions of selected materials will lead to majority-group understanding of and support for sound Indian education and, equally important, to Indian efforts to improve their own educational opportunities. The ultimate goal is education which provides maximum personal and societal development, dignity, and worth and an ability to function well in Indian society and in the larger society and world.

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Career Education (CE) and ending with the ERIC Clearinghouse on the Disadvantaged (UD). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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--Joel L. Burdin, Director

February 1974

PREFACE

During the past few years many people have grown more and more aware of the failure of existing programs for the education of American Indians and have begun to look for ways to preserve and enhance the Indians' own culture, while at the same time enabling them to survive in a society based on radically different values. Much work has been done and is continuing to be done in the effort to remedy program failures, and particular mention should be made here of the publications of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS).

The Clearinghouse on Teacher Education has worked closely with the Multicultural Commission of the American Association of Colleges for Teacher Education, which said in its statement "No One Model American" that cultural pluralism must become an integral part of the educational process at every level and that it should include four major thrusts: "(1) the teaching of values which support cultural diversity and individual uniqueness; (2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socioeconomic and political life; (3) the support of explorations in alternative and emerging lifestyles; and (4) the encouragement of multiculturalism, multilingualism, and multidialectism." Of all the groups in American society, it is probable that the original American, the Indian, has suffered the most from the "melting pot" concept with its inherent assumption that the only good American is an Anglo-Saxon American--or at least a reasonable facsimile thereof.

The educational system for American Indians places an especially heavy responsibility on the teacher, who needs to develop a deep understanding of and sympathy with the Indian way of life to avoid the continued alienation of Indian children from their heritage. This short bibliography represents a tiny step towards this goal; it indicates an awareness of the need and we hope will, by its very brevity and demonstration of the gaps in our information on this subject, encourage more people to explore it and to disseminate as widely as possible the results of their studies.

--Moira B. Mathieson
Coordinator of Publications

ABSTRACT

This bibliography consists of 30 citations of documents reported in Research in Education , all of which deal with teacher education aspects of American Indian education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract.

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TOPIC: *"A Brief Bibliography on Teacher Education and American Indians."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

*American Indians
*Annotated Bibliographies
*Cultural Pluralism
*Minority Group Teachers
Minority Groups
*Teacher Education

*Asterisk(s) indicate major descriptors.

Arizona State University, Bureau of Educational Research and Services. "New Horizons for Indian Education. Annual American Indian Education Conference (9th, Arizona State University, March 22-23, 1968)." Tempe: the Bureau, 22 March 1968. 47 pp. ED 027 981. MF & HC.

Innovative programs have been undertaken at several reservation schools to meet the special needs of Indian students. Often, however, the cultural background of the student is neglected, and he is forced to adapt to an alien school system. This creates an especially difficult problem set for the student with a poor grasp of the English language. Suggestions resulting from the conference for alleviating these problems include adoption of texts stressing Indian culture, increased involvement of Indian parents in school functions, full participation by rural schools in available state and federal programs, and increased emphasis by colleges and universities on Indian culture in teacher preparation courses.

Arizona State University, Department of Special Education. "EPDA Indian Teacher Aide Institute, September 7, 1969-May 29, 1970." Tempe: the Department, 29 May 1970. 115 pp. ED 044 201. MF & HC.

This institute was designed to prepare Indian personnel for assignments in schools having large numbers of Indian and handicapped children. The following were the specific objectives: a) improvement of, and change in, educational settings, for Indian handicapped children in federal, state, and private schools on reservations; b) preparation of Indian paraprofessionals to assist special and regular classroom teachers in reservation schools; c) increase of the participants' knowledge of educational needs of the handicapped and development of more positive attitudes toward the handicapped; d) provision of course work in child growth and development, exceptional children, American Indian history and culture, state school organization and Indian education, and the preparation and use of instructional materials; and e) provision of supervised practicum experiences in regular and special education settings with children who have a variety of handicapping conditions. Included in the document is information on operation of the program in terms of planning, participants, staff, orientation, institute components, cooperating agencies, and evaluation. The appendices provide a list of books, pamphlets, films, and community resources, as well as evaluation instruments, teacher-aide institute data, and various blank forms.

"Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations." Washington, D.C.: Comptroller General of the U.S., 1971. 41 pp. ED 053 100. MF & HC.

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*Available in microfiche (MF) and xerographic, or "hard," copy (HC) from the ERIC Document Reproduction Service. See page 17 for ordering information.

Eleven of the schools in this Teacher Corps program are on the Navajo reservation and one is on the Hopi. Corps members provided individualized instruction and introduced several new teaching methods to make the instruction more relevant to the children's culture. These methods have now been adopted by the regular teaching staff. Corps members also participated in various education-related community activities and devised and carried out a cultural exchange project with 25 Hawaiian children. Exposure to Indian members, who made up 42 percent of the corps, gave the children incentive for their own schooling; about three-quarters of the interns who had completed the program were hired as teachers in reservation schools. The program also broadened the university's teacher education program and fostered a more cooperative relationship among the various colleges in the university. The Arizona Department of Education plans to increase the dissemination of information on successful innovations used by the corps. Moreover, the U.S. Office of Education plans to offer technical assistance through the corps for evaluation and to cooperate with the department of education as soon as staff are available.

Bass, Willard P. Research and Development Needs and Priorities for the Education of American Indians. Final Report. Albuquerque, N.Mex.: Southwestern Cooperative Educational Laboratory, May 1971. 45 pp. ED 052 853. MF & HC.

The rationale of this study was that a planned, systematic approach was necessary to identify major problems in educating American Indians, to analyze the problems, to determine the evidence needed for solutions, and to indicate research and developmental needs and priorities. Thus, this study consisted of three major phases: a) identification of 20 or 25 priority problems, b) development of position papers by scholars who were particularly knowledgeable about the problems, and c) analysis of the position papers for recommendations in terms of research and developmental needs. It was expected that the project would provide valuable information to those individuals and agencies interested in research in Indian education and that the findings would have some implication for the allocation of research funds. In the document, research and developmental recommendations from 20 of the selected position papers are reviewed and analyzed.

Brown, Doug, and others. Apprentice Teachers. Education in the Canadian North, report 2. Man in the North Technical Paper. Montreal: Arctic Institute of North America, March 1973. 59 pp. ED 077 621. Available only with reports 1 and 3 (see below under Brown, ED 077 619).

The objective of this applied research project was to evaluate a formula by which young native Canadians would become teachers through in-service training coupled with academic upgrading. The experiment design paired apprentice and cooperating teachers, provided technical help, planned a schedule of activities for the apprentice, and assessed the value of the experiment formula. The MacKenzie Delta, Lower MacKenzie, and the Great Bear Lake regions were selected for the project.

The report provides an explanation of the following events and activities by site: a) selection of apprentice and cooperating teachers, b) the team teaching approach, c) curriculum and cultural inclusion, d) the apprentice's personal adjustment, e) activities involving the apprentice teacher and progress assessments made by Man In the North (MIN) teams, f) evaluation by the MIN Teaching team, and g) evaluation by technical resource persons. A summary of individual findings and conclusions collected from resource persons' reports, the Second INUVIK Seminar, school principals, and task force members comprises the overall evaluation of the project.

---. Education in the Canadian North, Three Reports: 1971-1972. Man in the North Technical Paper. Montreal: Arctic Institute of North America, March 1973. 156 pp. ED 077 619. MF & HC.

The three research topics examined in this report were identified as crucially important by the 1970 Man in the North Inuvik Conference. Eskimo, Indian, and Metis residents of the North comprised two-thirds of the conference participants. The first two reports are on applied research projects: one deals with some practical ways to apply the concept of community-guided education; the other, with training northern native teachers. The third report is a study of southern teacher preparation for professional teaching in the North. Three conclusions appear most significant for the present stage of northern education: a) while official directives concerning northern education seem to be promising, very often they are not understood by administrators, teaching staffs, and concerned populations; b) local committees must have well-defined responsibilities in the selection, hiring, transfer, and dismissal of teachers; and c) efforts to post native teachers in the elementary grades should not exclude new and imaginative formulas that depart from the sempiternal tendency to make northern elementary teacher training conform to the already existing standards and procedures of the South.

Burdin, Joel L., and others, eds. Preparing School Personnel for American Indians. Some Exploratory Questions and Responses with an Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, November 1970. 46 pp. ED 045 560. MF & HC.

This exploratory paper is in the form of questions posed by ERIC and answered by three educators at Arizona State University and one educator from the Southwestern Cooperative Educational Laboratory. The topics discussed include current conditions in Indian education and some of the improvements which have taken place during the past decade; the need to translate traditional Indian values into present day terms; the desirable objectives in Indian education; the special needs in the education of teachers for Indian schools and the social, psychological, and historical attitudes which they require; the need for instructional materials which will be meaningful to the students; the organization, research, and financing involved in building an effective educational program; and future developments. An 80-item annotated bibliography is divided into the following sections: a) Research and Development, b)

Teacher Aide Programs, c) Orientation Programs, d) Workshops and Institutes, e) Bibliographies, and f) Index to Journals of American Indian Education.

---. School Personnel Preparation for American Indians: Present State and Needed Steps. Washington, D.C.: ERIC Clearinghouse on Teacher Education; University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, May 1971. 76 pp. ED 051 074. MF & HC. Available from the Manager, Duplicating Services, Box 3-CB, New Mexico State University, Las Cruces, N.Mex. 88001.

This publication consists of papers presented at a workshop held at Arizona State University in Tempe to discuss problems concerned with both in-service and preservice training of teachers to work with American Indian children. Discussions centered around two major areas: the problems involved in proper training of the teachers and suggested solutions to these problems. The problems discussed include teacher characteristics, school characteristics, cultural differences, the system, and selection and recruitment of teachers. Hopkins Smith outlines several criteria for the selection of teachers for Indians. Joe S. Sando identifies the stages of acculturation and stresses the need to move beyond a) bewilderment and frustration concerning Indian culture; b) rejection of Indian society; and c) semi-acculturation, with the beginning of pride in Indian culture. Lyal holder provides a conceptualization of what he believes to be effective in training teachers for Indians. Willard Bass lists 20 selected problems, along with the comments on the research and/or development needed in each area; he demonstrates a strong concern about teacher attitudes. Finally, selected excerpts from "The Education of Indian Children and Youth" by Robert J. Havighurst discuss the goals of Indian education; the quality of teachers and administrators; and recommendations for curriculum, career development, college and post-high school education, Indians in the urban school system, and finance. The introduction is by Everett D. Edington; the overview, by Joel L. Burdin.

Cavender, Chris C. "Suggested Education Programs for Teachers and Parents of Urban Indian Youth." Minneapolis: University of Minnesota, Center for Urban and Regional Affairs and Training Center for Community Programs, October 1971. 17 pp. ED 057 969. MF & HC.

Educational program designs for teachers and parents of urban American Indian youth (especially in Minneapolis and St. Paul) are discussed in this paper. In terms of the suggested program for teachers, the question of what should be included in the curriculum for teacher training is reviewed in 12 areas (e.g., the knowledge base of the teacher as related to the Indian student's language, history, values, and culture). In addition, the structure of the training program is examined in terms of areas such as program length and student teaching in a school with a large number of Indian students. The proposed educational program for parents focuses on four content areas: the

structure of an urban public school system, school system personnel, policies and procedures of a school system, and techniques and approaches used in dealing with educational institutions and other social service agencies.

Christensen, Rosemary, and others. Native American Teacher Corps Conference. Position Papers Presented at Native American Teacher Corps Conference, vol. 2. Billings: Eastern Montana College, 29 April 1973. 240 pp. ED 078 994. MF & HC.

The second of two volumes of position papers presented at the First Native American Teacher Corps Conference (Denver, 26-29 April 1973) is composed of eight position papers: a) "Indian Education: The Rights of a People"; b) "Education and Politics"; c) "School as It Relates to Present and Future Societies"; d) "Multi-Cultural Teacher Education Center at Rough Rock"; e) "The Visual Achievements of the 19th Century Plains Indians"; f) "Crisis in Red and White"; g) "Early Childhood in Indian Communities"; and h) "HEW and State Responsibilities to Indian Education."

Coombs, L. Madison. The Educational Disadvantage of the Indian American Student. University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, July 1970. 159 pp. ED 040 815. MF & HC.

The main body of this research synthesis serves to point out findings regarding educationally disadvantaged Indian American school children. The decade of the 1960s is noted to be the significant period in bringing the educational problems facing the Indian American to the attention of educators and the American public. Some of the factors reported to be the underlying causes for the educational retardation of Indian children include a) the federal government's policy of coercive assimilation, which has resulted in disorganization of the Indian communities; b) a lack of self-fulfillment of Indian students at every age level; c) the negative self-images of Indian students; and d) a lack of understanding of cultural differences on the part of many schools. The study cites the efforts of some schools to combat this problem through implementation of programs that are bicultural and bilingual in nature. The bibliography lists 153 relevant documents, the contents of which are synthesized in the monograph.

Demeke, Howard J., comp. "In-service Education Series and Consultant Services." Final Report. Tempe: Arizona State University, Bureau of Educational Research and Services, 1967. 47 pp. ED 046 591.

Utilizing funds from the Elementary and Secondary Education Act, Title I, representatives of the Pima Agency, Education Branch, requested the assistance of the Bureau of Educational Research and Services, College of Education, Arizona State University, in the development and presentation of a program of professional in-service education to enrich and supplement the educational program being provided to elementary and

secondary school children on the Gila River Pima-Maricopa Reservation. The program consisted primarily of a series of teacher workshops, special consultants' assistance to the Indian community, and escorted teacher visitations to exemplary schools. For each of the nine in-service program events which took place from March through May of 1967, the following information is included: a statement of goals, outcomes desired, a brief description of the program, and a brief statement of the degree of success attained.

Edington, Everett D. "Education in Isolated Rural Areas." Paper presented at the Science and Man in the Americas meeting, Desert and Arid Lands section, Mexico City, 25-27 June 1973. 21 pp. ED 077 626. MF & HC.

Problems in the development of educational programs in isolated rural areas are caused primarily by lack of proper resources, enough students to efficiently conduct a quality educational program, and skill and expertise by those persons involved in the development of such a program. Major trends in education for American Indians and for people in the developing nations include a decrease in the numbers and percentage of illiterates, increased centralization of educational districts, and an increase in students' aspirations. Development, curriculum, in-service training, media, and educational policy are the major areas to be considered in the development of an educational program. Specific recommendations are that each country develop an educational policy for isolated areas, that local people have a voice in the educational programs within their communities, that a curriculum relevant to the needs of rural education be developed, that adequate preservice and in-service programs for rural teachers be conducted, and that more use be made of media.

Girad, Ghislaine. Southern Teachers for the North. Education in the Canadian North, report 3. Man in the North Technical Paper. Montreal: Arctic Institute of North America, March 1973. 43 pp. ED 077 622. Available only with reports 1 and 2 (see above under Brown, ED 077 619).

The purpose of this study is to investigate professional teaching preparation in the North of teachers who received their training in latitudes south of 60 degrees. The procedure involved a) two formal meetings of task force members; b) the dispatching of two questionnaires to northern teachers; c) a series of meetings of native parents and native students; d) a questionnaire sent to school administrators of the Northwest Territories, New Quebec, Alaska, and Greenland; and e) a survey of northern school administrations' and Canadian universities' efforts to train teachers for the North. An explanation of the procedures presently followed, the selection criteria, major gaps in the actual process, and suggested remedies for teacher selection problems are provided. The teacher preparation section consists of an explanation of the problem, objectives of the special orientation sessions, and task force suggestions. Teacher preparation in the South is discussed in terms of providing introductory courses in the total

reality of the North and additional courses in peculiarities of the northern language. Preparation in the North involves an exposition of apprentice teacher activities during the first 5 months and immersion into the northern culture. Additionally, the posting, transfer, and dismissal of teachers is discussed.

Gonzaga University. "Indian Education Training Institute (Gonzaga University, Spokane, Washington, February 1971 to November 1971)." Spokane, Wash.: the University, 1971. 127 pp. ED 057 982. MF & HC.

The 1971 Indian Education Training Institute outlined in this document focused on development of knowledges and attitudes necessary for those involved in educating American Indians. As noted, full participation by Indian people was sought in all phases of the institute, and Indian views were primary throughout the advisory committee meetings and the preconference planning session. Of the 50 conference participants, 76 percent were Indians representing colleges, tribes, and urban Indian groups in the Northwest. Chosen to obtain views from the widest possible cross-section of Indian people, the participants ranged from college students to those holding doctoral degrees. In this report on the institute, basic information on the program (including guidelines, evaluation, and the role of the Pacific Northwest Indian Center) is given. The 18 appendices include lists of program participants, committee members, trustees, and financial directors; and examples of correspondence with various individuals and institutions.

Harkins, Arthur M., and others. "1970 Annual Report of the Training Center for Community Programs. University of Minnesota." Minneapolis: University of Minnesota, Center for Urban Regional Affairs and Training Center for Community Programs, October 1970. 41 pp. ED 049 878. MF & HC.

Development of projects designed to improve curriculum programs of schools with American Indian student populations in Minnesota and to train teachers and adults to improve educational programs for Indians is discussed in this report. Among the major developments discussed is the Intercultural Specialist Program, which utilizes cultural education specialists selected from the study target area as consultants to the study group. Also discussed is the development of an Indian Education Advisory Committee composed of American Indians who are to work closely with the public schools of Minneapolis. Other projects reported on include the university's Department of American Indian Studies; the publication program of the Training Center for Community Programs (TCCP) which deals with research documents related to the educational television series--"The American Indian"; STAIRS (Service To American Indian Resident Students); Project Indian Upward Bound; the Indian Group Home Project; the Indian Inmate Education Program; the Ecology Cooperative Curriculum Project; and the Educators' Drop-in Service. The document concludes with a brief review of the university's Experimental Education Program and its functions. A list of TCCP publications on American Indians is appended.

Heywood, Stanley J., and others. Native American Teacher Corps Conference. Position Papers Presented at Native American Teacher Corps Conference, vol. 1. Billings: Eastern Montana College, 29 April 1973. 193 pp. ED 078 993. MF & HC.

The first volume of position papers presented at the First Native American Teacher Corps Conference (Denver, 26-29 April 1973) presents eight position papers and three addresses. The contents are a) "Addresses"; b) "On Indian's Education"; c) "Culture and Education"; d) "Theoretical Construct of the Ideal School System for American Indians . . . K-Life"; e) "Developing a Native American Studies Program"; f) "Indian Health Professionals"; g) "Value Conflicts as a Cause for Dropouts"; h) "The Role of Communications in Indian Life"' and i) "Teacher Corps: A Model for Training Teachers."

Littlejohn, Joseph E. A Handbook for Teachers and Aides of the Choctaw Bilingual Education Program. Durant, Okla.: Southeastern State College, August 1971. 26 pp. ED 054 902. MF & HC.

The Choctaw Bilingual Education Program is a plan operating in four public school systems in Oklahoma to expand the educational opportunities of Choctaw children. The four major program components are in-service workshops; an in-service instructional program in the public schools; parental and community involvement; and a 5-year, master's-level teacher preparation program. Based on the idea that Choctaw children will find the most satisfying lives if they recognize and accept the fact that the Choctaw people live in a world of two languages and two cultures, the program is intended as a service through which teachers and aides may find or develop insights, materials, and techniques to help in working with Choctaw children. The handbook discusses what the major educational needs of Choctaw children are, what teachers and aides need to know about language, and how the program can meet the needs of Choctaw bilingual children. Reference is made to materials available for the classroom, materials available for in-service training, and techniques in bilingual education. Appended is a list of terms, with definitions, commonly used in the study of language.

Miles, Marilyn. "The Education of the American Indian Pupils in Classes for the Mentally Retarded." Eureka: Northern Indian California Education Project, June 1973. 18 pp. ED 078 984. MF & HC.

The Northern Indian California Education Project is devoted to a) increasing the quantity and quality of accurate information available about local American Indian life through curriculum development, b) helping school personnel to understand and meet the needs of Indian students better, and c) increasing the participation and influence of Indian people in their local educational processes. This Elementary and Secondary Education Act, Title III project report, a product of the special education component of the project, provides additional information to teachers, administrators, and other educators on the special educational needs of Indian children. Its main focus is the Indian child in the educable mentally retarded program. None of the children depicted in the report is actually enrolled in special education classes.

Navajo Tribe Education Committee and University of New Mexico. "Teaching of English to Navajo Children, Annual Conference on Navajo Education (4th, University of New Mexico, January 22-25, 1961)." Window Rock, Ariz.: the Committee; Albuquerque: the University, 1961. 68 pp. ED 021 667. MF & HC.

Participants in prior planning sessions selected problems encountered in teaching English to Navajo students as the specific theme to be stressed during the conference. Subsequently, five formal addresses were presented at the conference; workshop groups were formed and six workshops were conducted; and two panel discussions were held. The major foci of the formal addresses were teaching English as a foreign language and planning for the education of Navajo children in the future. Among recommendations made by the workshop groups were the need for educators to familiarize themselves further with Navajo culture and the need for prospective teachers of Navajo children to have specialized training. Topics for the panel group discussions were entitled "Needs and Values of Language Development for Navajo Students" and "Promising Practices in Language Teaching."

Northern Montana College. [An EPDA Project to Prepare Graduate Teachers and Undergraduate Indian Teacher Aides to Educate American Indian Children]. A Proposal. Havre: the College, 1969. 18 pp. ED 032 279. MF & HC.

A project is proposed involving a 3-year coordinated program of 9-week summer institutes and school-year in-service training programs to prepare 15 graduate teachers and 15 undergraduate Indian teacher aides to perform highly specialized roles in the education of Indian children. Teachers and aides will be placed in teaching teams of at least three teachers and three aides each in elementary schools on the Rocky Boy's Indian Reservation and in the city of Havre. Teacher aide training will include a) undergraduate preparation in communications, mathematics, history, and science; b) training to prepare them to act as service aides; and c) more advanced training to prepare them to serve as instructional aides. Graduate teacher preparation will focus on a) methodology, including discovery learning; b) preparation of curricular and instructional materials and use of media for individualizing instruction; c) knowledge and understanding of Indian people and their culture; d) insight into problems of learning disabilities; and e) studies of sensitivity and human relations. Teachers successfully completing the program will receive the degree of Master of Science in Elementary Teacher Education with the specialty of teaching Indian children. Indian teacher aides will receive Service Aide and then Instructional Aide Certificates and may apply the experience as one year's college credit in an undergraduate teacher education program.

Osborn, Lynn R. "Speech Communication and the American Indian High School Student." The Speech Teacher, 17 (January 1968): 38-43. ED 018 425. MF & HC.

A 5-day conference, cosponsored by Kansas University's Communication Research Center and South Dakota University's Institute for Indian Studies, was held in May 1967 to discuss the teaching of speech communication to American Indian high school students. This report of the conference contains three position statements, drafted by the conferees, dealing with a) a recommended program of speaking and listening training for Indian students; b) a recommended program of teacher preparation, including a suggested 4-year course of study with a minimum of 126 semester hours; and c) selected major problems that are relevant to the speech communication needs of American Indian high school students and that should be subjected to immediate and intensive research investigation.

Owens, Charles S. "The Division of Indian Education of the New Mexico State Department of Public Instruction to the Bureau of Indian Affairs. Annual Report, 1966-67." Santa Fe: New Mexico State Department of Education, 1967. 44 pp. ED 017 362. MF & HC.

During the past 15 years, the average enrollment and daily attendance figures for New Mexico Indian children in the Johnson-O'Malley program have increased. This increase indicates progress by Indian children in the mastery of language, which has been encouraged by the Division of Indian Education of the New Mexico State Department of Education. Indian children have benefited from the use of Johnson-O'Malley funds by an increase in early childhood education, guidance and counseling services, health services, transportation, textbooks and school supplies, and lunch programs. The guidance section of the Division of Indian Education has had three primary objectives: a) to encourage self-motivation and self-direction of Indian pupils, their parents, and their teachers; b) to secure more parental involvement in education and citizenship responsibilities; and c) to emphasize cultural similarities of all pupils, while learning about group and individual differences. In order to achieve these objectives, the Guidance Office became involved in various workshops, conferences, and meetings; initiated two research projects pertaining to school dropouts on the secondary level; and conducted a survey involving Indian students in higher education. The total numbers of Indian children in the Johnson-O'Malley program for New Mexico are included in tabular form.

Pfeiffer, Anita. "The Role of TESOL in Bilingual Education for the Navajo Child." 8 March 1969. 9 pp. ED 028 447. MF & HC.

In American-Indian and Spanish-American populations, many schools ignore the first language and culture of their students and teach English as a second language in a "hit and miss" manner. Bringing some order out of this chaos has been one of TESOL's most significant contributions. The author feels, however, that there is no cause for teaching English to speakers of other languages in and of itself; it has value only as a means of helping the child communicate in a different medium. In 1967, a case study was made which focused on a Kwakiutl Indian who was considered particularly well-adapted and bicultural. The summary of the

study showed that an individual could make one of five choices in dealing with another culture. He could a) completely reject the new culture; b) completely reject his own culture; c) reject both cultures and start a new one, e.g., the Peyote religious sect; d) remain suspended between the two cultural systems and escape through excessive drinking, with a high degree of anxiety; or e) participate in two or more cultural systems, moving back and forth between them. The author describes herself as a person having made the fifth choice. She discusses the bilingual, bicultural program for Navajo children at Rough Rock Demonstration School in Chinle, Arizona.

Sawyer, Thomas E. "Crisis in Red and White--An Educational Dilemma." Position paper presented at the Native American Teacher Corps Conference, Denver, 26-29 April 1973. 39 pp. ED 075 132. MF & HC.

The goal of this position paper is to present considerations and alternatives for healthy life direction that can be made available through education to the native American, enabling him to go beyond the present narrow choices of either total assimilation within the white value system or isolation on the reservation. Three purposes of schools are given: a) to equip the student with the tools of learning, b) to open new worlds to the young, and c) to encourage and enable the young to understand their cultural heritage. In the discussion of mental ability, development, and health, it is contended that Indians are simultaneously enculturated and socialized in two different ways of life: one being a contemporary form of our traditional life-styles, the other being the mainstream Euro-American culture. These attempts at enculturation and socialization provide an explanation for the failure of Indian students to achieve in an academic environment. Other topics of discussion in the paper include "Tribal Control of Indian Education," "Motivational Factors for Education," and "An Economic Development Program for the Reservation." The summary contains an outline of the tasks, their purpose, the anticipated results, and the implementation processes necessary to enhance the educational process for Indian students on a priority basis.

Sekaquaptewa, Eugene. Desirable (Innovative) Training Programs for the Teachers of Indians. A Position Paper. Albuquerque, N.Mex.: Southwestern Cooperative Educational Laboratory, April 1970. 10 pp. ED 057 958. MF & HC.

Discussing teacher training for teachers of American Indians as it exists today, this paper establishes the inadequacy of present training programs (with the exception of the program at Arizona State University, which offers courses specifically designed to train teachers of Indian students). Needs and methodological considerations for training teachers for Indians are examined. Also included are recommendations for research in training teachers for Indians and reflections by teacher trainees enrolled in the Indian education course at Arizona State University (spring 1970) on what is a good teacher for Indian children.

Smith, Anne M. Indian Education in New Mexico. Albuquerque: University of New Mexico, Department of Political Science, Division of Research, July 1968. 62 pp. ED 025 345. Publisher's Price: $0.50; publication no. 77. Document not available from EDRS.

The percentage of Indian children in New Mexico public schools is increasing, but dropout rates remain high and a low level of academic achievement by Indian children persists. An effort should be made to increase Johnson-O'Malley funds for Indian students, and more detailed accounting procedures should be required to ensure that these funds are used exclusively for Indian children. Schools of education should include courses in linguistics to prepare teachers to teach English as a second language. Indian education must be based on a philosophy that respects and recognizes cultural differences.

Spell, Faralie S. "Practicalities in Teaching English-as-a-Second Language to Navajo Children." Paper presented at the Fifth Annual TESOL Convention, New Orleans, 6 March 1971. 10 pp. ED 053 610. MF & HC.

Problems encountered in teaching English as a second language to Navajo children are primarily due to inadequate teacher education. The teacher needs a genuine understanding of what is going on, what he is doing, and why he is doing it; he must have as much knowledge as possible of the pupils with whom he works. Too often English as a second language is taught in a vacuum and is generally taken to mean the choral repetition of rather colorless sentences which have little relationship to specific learning needs of Navajo children but which are somehow believed to reflect the "structure" of the language. Teacher training must be improved so that teachers may develop sufficient understanding of the English language and of language instruction methodology. Appropriate materials in a sequential relationship must be developed, and teachers must be given freedom to use common sense in relating the materials to the current needs of the pupils. A bibliography is included.

University of Nevada. "Implementing an Instructional Media Center at Stewart Indian School." Reno: the University, August 1970. 146 pp. ED 050 870. MF & HC.

Purposes of this project were to organize an operational teaching-learning center at Nevada's Stewart Indian Schools and to provide teachers with the required in-service instruction in the use of media and teaching resources. The media center is designed around the theory that inquiry, self-direction, and independent study must be based on a trust in student ability to carry out a self-directed and teacher-directed study program. The in-service program has three major components: a) the development of basic understanding of media utilization, b) the conducting of 2 one-day workshops and numerous conferences with individual teachers, and c) the provision of an intensive 2-week media workshop for selected teachers. Implementation of the media center is discussed in the document in terms of existing

facilities, student needs, staff requirements, selection and accessibility of materials, need for cultural enrichment materials, and evaluation. The appendix contains items such as a diagram of facilities, a pupil behavior and attitude checklist, and a bibliography of related Indian materials.

Wilson, Roger. "Teacher Corps, A Model for Training Teachers." Position paper presented at the Native American Teacher Corps Conference, Denver, 26-29 April 1973. 19 pp. ED 075 134. MF & HC.

Several inadequacies exist in the training of those teachers who teach in reservation schools. These teachers often know nothing of the special characteristics of reservation life, of the language and culture of their pupils, or of the best ways to teach children of non-Anglo backgrounds. This absence of knowledge then causes adjustment frustrations for both the teacher and the students. Some suggestions for recruiting and producing better teachers of non-Anglos include a) retraining existing staff; b) cooperating with colleges of education to help prospective teachers learn enough of an American Indian culture and language to deal effectively with children of that culture and language; and c) taking as candidates people who are native to the area, familiar with the language and culture, and accustomed to the isolation and distances involved in living and teaching on a reservation. The paper also discusses the origin, administration, and organization of the Navajo-Hopi Teacher Corps program. A competency-based teacher education program is noted as one of the outstanding features of the Teacher Corps program. It is concluded that with the proper professional preparation of Indian people, they should eventually be controlling their own educational destiny and have full self-determination.

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